



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

8520 N. 47th Ave, Glendale, AZ 85302

Glendale Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Performing  
2002-03 Underperforming  
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Diane T. Garner  
Schedule : 7:30 AM to 4:15 PM  
Grades : K-8  
2004 Enrollment : 867  
Web Address :  
Phone Number : (623) 842-8200  
Fax Number : (623) 842-8338  
E-mail : dgarner@gesd40.org

### Mission

We take pride in offering students an educational program that is motivating and challenging. The staff implements best practice ideas that are supported by research. We are committed to a positive environment oriented to academic excellence.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Every child will read at or above grade level at the completion of third grade.
- ü Using the Arizona Academic Standards, power standards have been developed and are guiding instruction in K-8. The Abante Report Card will be used for Assessment of Students.
- ü Teachers will instruct using the power standards for math and will curriculum map throughout the year. Vertical teams will meet throughout the year to insure the Arizona Standards are being taught at all grade levels.
- ü Student writing will be assessed using the Six Trait writing rubric.

### Enrollment

October 1, 2003 School Year Student Enrollment : 865  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 60

## Instructional Programs

- ü Gifted
- ü On-Site Special Education
- ü Technology-Based Learning
- ü Speech/Occupational/Physical Therapy
- ü Literacy First
- ü Jr. Great Books

## Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/2/2004
Last Day of School :	6/9/2005

## Shared Responsibilities

### School

Our role is to educate the children of our community by setting goals and expectations for students as they relate to the AZ Academic Standards.

### Parents

Our expectations are that parents be directly involved in their child's academic and social/emotional progress. Parents are responsible for getting their children to school each day on time.

## Transportation Policy

Transportation of students is a privilege granted by the district. Bus transportation is provided for students who are residents within a school attendance area and live more than one mile from school.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Challenger Space Center Grant	2002
ü Artist-in-Residence Grants	2004
ü ATT Safe Schools Program	2000
ü Gifted Teacher of the Year	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	1490	75509	100	100	100	521	491	521	14	27	13	24	33	23	33	24	33	29	16	31
All Students (Prior Year)	100	1442	75372	100	100	100	497	495	523	21	20	9	37	38	25	28	28	36	15	14	30
Female	58	741	37013	100	100	100	513	488	522	18	28	12	21	34	24	33	25	33	28	13	31
Male	45	749	38430	100	100	99	531	494	521	9	26	14	27	32	22	33	24	33	30	18	31
African American	NC	116	3660	NC	98	99	NC	473	496	NC	39	24	NC	31	31	NC	26	28	NC	5	18
Hispanic	44	989	30486	100	100	99	511	486	505	10	29	18	40	36	29	25	20	32	25	15	21
Asian/Pacific Islander	NC	29	1780	NC	94	98	NC	520	549	NC	20	5	NC	27	13	NC	27	33	NC	27	50
American Indian/Alaskan Native	NC	26	4075	NC	100	100	NC	470	486	NC	26	28	NC	48	34	NC	26	26	NC	0	12
White	44	321	35192	100	98	99	533	505	534	12	20	8	15	29	19	37	30	35	37	22	39
Students with Disabilities	14	171	9708	100	100	100	485	467	489	40	42	32	20	38	27	20	14	24	20	6	17
Students without Disabilities	89	1319	65801	98	98	98	524	493	525	12	26	11	24	33	23	34	25	34	30	17	33
Limited English Proficient Students	27	584	16928	100	100	100	NA	518	485	NA	0	29	NA	50	33	NA	25	26	NA	25	12
Migrant Students	NC	19	750				NC	421	499	NC	100	21	NC	0	29	NC	0	30	NC	0	20
Economically Disadvantaged	63	1097	36411				503	482	503	20	31	19	34	36	29	26	23	32	20	10	20
Non-Economically Disadvantaged	40	393	39040				538	506	534	8	20	8	14	28	19	41	27	34	38	24	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	1485	75492	100	100	100	519	505	519	17	23	12	10	22	16	53	42	47	21	14	24
All Students (Prior Year)	101	1441	75221	100	100	100	506	505	523	17	19	8	20	24	16	55	48	56	7	8	21
Female	58	738	37014	100	99	100	525	509	523	18	22	10	3	20	15	56	42	48	23	17	27
Male	45	747	38400	100	100	99	511	501	516	15	24	14	18	23	17	48	41	47	18	11	21
African American	NC	116	3665	NC	98	99	NC	495	505	NC	29	20	NC	27	22	NC	38	43	NC	7	14
Hispanic	44	987	30438	100	100	99	514	502	508	20	26	17	10	22	21	50	39	47	20	14	15
Asian/Pacific Islander	NC	29	1773	NC	94	98	NC	522	534	NC	13	4	NC	20	10	NC	53	50	NC	13	36
American Indian/Alaskan Native	NC	26	4081	NC	100	100	NC	489	498	NC	30	25	NC	39	26	NC	22	40	NC	9	8
White	44	318	35177	100	97	99	526	513	528	12	17	8	12	19	13	49	48	49	27	17	31
Students with Disabilities	14	169	9707	100	100	100	489	477	495	40	53	33	0	16	21	60	27	33	0	4	13
Students without Disabilities	89	1316	65785	98	98	98	521	507	522	15	20	10	10	22	16	52	43	49	22	15	26
Limited English Proficient Students	27	583	16905	100	100	100	NA	498	489	NA	25	34	NA	0	28	NA	75	32	NA	0	6
Migrant Students	NC	20	763				NC	445	499	NC	100	21	NC	0	30	NC	0	40	NC	0	8
Economically Disadvantaged	63	1093	36302				504	497	507	26	28	18	14	23	21	51	40	46	9	9	14
Non-Economically Disadvantaged	40	392	39164				533	517	528	8	15	8	5	19	13	54	45	48	32	21	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	1476	75053	99	99	99	588	558	597	9	13	7	16	17	12	67	63	72	8	6	9
All Students (Prior Year)	98	1407	73654	100	99	99	505	510	530	21	19	9	24	22	13	54	56	70	1	3	7
Female	58	732	36872	100	99	99	608	578	621	10	11	5	10	15	9	73	65	74	7	9	12
Male	44	744	38109	98	99	99	566	537	573	9	16	10	23	20	14	60	61	69	9	3	6
African American	NC	115	3636	NC	97	99	NC	552	568	NC	15	12	NC	16	16	NC	66	67	NC	4	6
Hispanic	43	981	30235	98	99	98	579	551	575	9	14	9	23	19	14	59	61	70	9	6	6
Asian/Pacific Islander	NC	28	1768	NC	90	98	NC	639	651	NC	0	3	NC	7	5	NC	71	72	NC	21	19
American Indian/Alaskan Native	NC	25	4044	NC	100	99	NC	507	550	NC	23	13	NC	14	17	NC	64	66	NC	0	4
White	44	319	35028	100	98	99	614	571	613	7	11	6	12	17	10	71	65	73	10	7	11
Students with Disabilities	14	170	9625	100	100	100	458	489	530	44	30	21	33	24	21	22	45	55	0	0	4
Students without Disabilities	88	1306	65428	97	97	98	606	565	604	4	12	6	13	17	11	73	65	73	9	7	10
Limited English Proficient Students	26	574	16765	100	99	100	NA	507	525	NA	0	17	NA	25	20	NA	75	60	NA	0	2
Migrant Students	NC	20	752				NC	394	562	NC	100	9	NC	0	18	NC	0	68	NC	0	5
Economically Disadvantaged	62	1086	36077				565	542	566	8	15	10	24	19	16	63	62	69	5	4	5
Non-Economically Disadvantaged	40	390	38950				612	582	618	11	11	5	8	15	9	71	64	73	11	10	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	1431	76019	100	99	100	476	469	499	20	26	14	49	47	39	9	13	14	22	14	33
All Students (Prior Year)	133	1513	76230	99	100	100	474	466	498	19	28	12	52	46	38	14	11	12	15	14	37
Female	51	735	37207	98	99	100	470	472	499	26	25	12	49	47	41	4	13	14	21	16	33
Male	60	695	38677	100	99	100	483	467	498	15	28	15	50	47	38	13	13	13	22	12	34
African American	10	136	3817	100	98	100	439	454	475	40	36	23	60	50	47	0	7	11	0	7	18
Hispanic	42	902	29458	98	99	100	452	465	480	35	30	20	53	47	48	3	10	12	9	13	20
Asian/Pacific Islander	NC	33	1673	NC	100	99	NC	494	531	NC	4	4	NC	52	29	NC	24	14	NC	20	53
American Indian/Alaskan Native	NC	36	4735	NC	100	100	NC	469	466	NC	20	28	NC	57	49	NC	17	10	NC	7	13
White	51	313	35880	100	99	100	502	484	515	7	18	7	43	42	32	11	19	16	39	21	45
Students with Disabilities	14	165	9786	100	100	100	433	434	457	67	58	39	17	33	40	0	6	7	17	3	13
Students without Disabilities	97	1266	66233	97	99	99	479	472	503	17	24	11	52	48	39	9	13	14	22	15	35
Limited English Proficient Students	21	476	15206	95	100	100	441	458	459	45	36	31	55	44	53	0	8	7	0	11	9
Migrant Students	NC	20	745				NC	477	473	NC	31	22	NC	38	53	NC	15	11	NC	15	15
Economically Disadvantaged	67	1046	35714				461	464	480	32	31	20	51	45	47	6	12	12	11	12	20
Non-Economically Disadvantaged	44	385	40266				496	480	513	5	17	9	48	50	33	13	15	15	35	18	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	1431	76020	100	99	100	498	493	503	32	40	25	26	24	23	33	32	40	9	4	12
All Students (Prior Year)	132	1512	76202	98	100	100	500	494	505	25	33	19	28	28	24	41	36	46	6	4	11
Female	51	736	37213	98	100	100	500	495	504	30	33	22	26	27	23	36	35	42	9	4	13
Male	60	694	38666	100	99	100	495	490	501	35	48	29	26	20	22	30	28	38	9	4	12
African American	10	138	3819	100	99	100	486	487	494	50	51	37	40	20	26	10	26	31	0	3	6
Hispanic	42	899	29442	98	98	99	488	490	494	41	44	37	29	25	26	26	29	31	3	3	6
Asian/Pacific Islander	NC	33	1672	NC	100	99	NC	500	513	NC	16	12	NC	28	19	NC	48	49	NC	8	20
American Indian/Alaskan Native	NC	36	4735	NC	100	100	NC	491	489	NC	38	48	NC	24	25	NC	38	24	NC	0	3
White	51	314	35890	100	99	100	508	500	511	23	29	15	20	24	20	41	39	48	16	8	18
Students with Disabilities	14	165	9784	100	100	100	486	476	485	50	72	58	17	15	19	33	13	19	0	0	4
Students without Disabilities	97	1266	66236	97	99	99	499	494	504	31	38	23	26	25	23	33	33	42	9	4	13
Limited English Proficient Students	21	474	15198	95	100	100	480	486	483	64	53	59	36	27	25	0	19	14	0	1	1
Migrant Students	NC	20	743				NC	492	488	NC	33	50	NC	25	28	NC	42	19	NC	0	3
Economically Disadvantaged	67	1046	35703				492	490	494	45	45	37	28	25	26	19	27	31	8	3	6
Non-Economically Disadvantaged	44	385	40274				506	499	509	15	29	17	23	22	20	53	42	47	10	7	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	1409	75673	100	98	100	532	495	530	21	24	12	24	28	25	48	44	58	8	3	4
All Students (Prior Year)	130	1482	74692	96	99	99	498	474	502	21	37	18	29	30	27	42	30	47	7	2	8
Female	51	730	37099	98	99	100	551	514	548	14	18	8	22	29	22	53	49	64	10	5	6
Male	60	678	38441	100	97	99	515	474	513	27	32	16	25	27	29	42	39	52	6	2	3
African American	10	135	3791	100	97	99	514	482	506	20	25	18	50	32	29	20	41	50	10	2	3
Hispanic	42	886	29305	98	97	99	498	491	507	34	26	16	14	28	31	46	43	51	6	3	2
Asian/Pacific Islander	NC	33	1665	NC	100	99	NC	532	573	NC	28	6	NC	12	16	NC	44	67	NC	16	10
American Indian/Alaskan Native	NC	36	4707	NC	100	100	NC	452	492	NC	38	19	NC	28	33	NC	31	46	NC	3	1
White	51	309	35760	100	97	99	551	511	550	14	18	9	27	30	21	53	49	64	6	3	6
Students with Disabilities	14	161	9706	100	99	100	485	445	462	50	48	36	21	28	32	14	22	31	14	2	1
Students without Disabilities	97	1248	65967	97	98	99	540	499	536	16	22	10	24	28	25	53	46	60	7	3	5
Limited English Proficient Students	21	468	15115	95	100	100	440	470	471	55	34	26	9	30	38	36	34	35	0	2	1
Migrant Students	NC	20	738				NC	505	488	NC	15	23	NC	31	33	NC	54	43	NC	0	1
Economically Disadvantaged	67	1029	35541				501	483	504	29	28	17	29	31	31	34	39	50	7	3	2
Non-Economically Disadvantaged	44	380	40091				575	521	550	9	17	9	16	23	21	65	55	64	9	5	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	1289	75001	98	98	99	474	437	468	30	63	37	40	28	36	21	6	16	9	2	10
All Students (Prior Year)	56	1210	71167	97	100	99	431	435	463	66	63	38	27	32	41	0	4	14	7	2	7
Female	14	628	36846	93	98	99	481	440	468	15	60	36	62	30	38	15	8	16	8	2	10
Male	33	660	37974	100	98	99	472	435	467	37	66	39	30	26	34	23	5	16	10	2	11
African American	NC	149	3720	NC	96	98	NC	431	446	NC	68	53	NC	24	33	NC	8	9	NC	1	4
Hispanic	16	754	26675	89	98	98	444	430	448	36	70	52	64	25	34	0	3	10	0	2	4
Asian/Pacific Islander	--	37	1575	--	100	99	--	476	504	--	31	18	--	48	33	--	3	20	--	17	29
American Indian/Alaskan Native	NC	36	4731	NC	97	98	NC	425	438	NC	77	61	NC	16	30	NC	3	7	NC	3	2
White	24	305	37785	100	97	99	495	451	482	23	49	25	32	35	39	27	13	21	18	3	15
Students with Disabilities	NC	162	8802	NC	98	100	NC	400	418	NC	94	79	NC	6	16	NC	0	3	NC	0	1
Students without Disabilities	45	1127	66199	100	98	99	474	442	472	30	59	34	40	31	38	21	7	17	9	3	11
Limited English Proficient Students	NC	332	11710	NC	100	100	NC	416	429	NC	84	70	NC	15	25	NC	1	4	NC	1	1
Migrant Students	NC	25	709				NC	418	442	NC	76	57	NC	24	34	NC	0	7	NC	0	2
Economically Disadvantaged	23	794	29814				457	430	448	43	70	53	38	24	33	19	5	10	0	2	4
Non-Economically Disadvantaged	24	495	45170				491	447	479	18	54	28	41	34	38	23	9	20	18	3	14

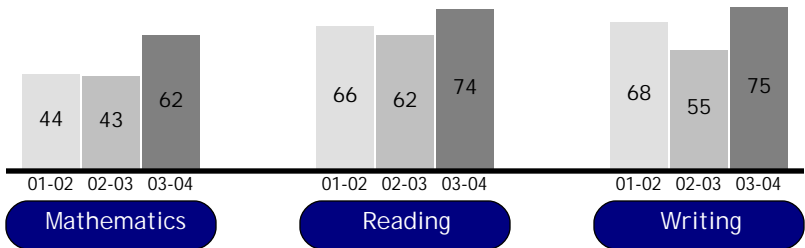
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	1292	74918	98	98	99	500	476	497	38	51	32	9	19	19	40	23	35	13	7	15
All Students (Prior Year)	55	1210	71100	95	100	99	479	485	502	45	39	25	20	23	21	30	31	40	5	7	15
Female	14	630	36805	93	99	99	495	480	501	50	47	28	0	20	19	36	24	37	14	8	16
Male	33	661	37936	100	98	99	502	471	493	32	55	35	13	17	18	42	22	33	13	6	14
African American	NC	150	3719	NC	97	98	NC	468	481	NC	58	43	NC	19	21	NC	21	29	NC	2	7
Hispanic	16	755	26645	89	98	98	476	469	478	64	58	46	7	17	20	21	21	27	7	4	6
Asian/Pacific Islander	--	37	1571	--	100	99	--	498	521	--	28	18	--	24	15	--	31	38	--	17	30
American Indian/Alaskan Native	NC	37	4729	NC	100	98	NC	466	468	NC	59	57	NC	25	19	NC	6	19	NC	9	4
White	24	305	37773	100	97	99	518	492	511	21	36	20	8	21	18	50	30	41	21	14	21
Students with Disabilities	NC	162	8801	NC	98	100	NC	430	448	NC	89	75	NC	7	13	NC	4	10	NC	1	2
Students without Disabilities	45	1130	66117	100	99	99	501	481	501	37	46	28	9	20	19	40	26	37	14	8	16
Limited English Proficient Students	NC	334	11706	NC	100	100	NC	449	454	NC	78	71	NC	17	16	NC	6	12	NC	0	1
Migrant Students	NC	25	706				NC	451	467	NC	77	55	NC	18	22	NC	0	20	NC	5	4
Economically Disadvantaged	23	795	29785				482	467	477	55	60	47	9	18	20	32	16	26	5	5	6
Non-Economically Disadvantaged	24	497	45115				517	487	508	22	39	23	9	19	18	48	33	39	22	9	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	47	1278	74503	98	97	99	491	460	491	7	15	9	44	45	32	40	35	51	9	6	8
All Students (Prior Year)	47	1133	69001	81	94	96	461	473	490	45	30	17	26	40	37	29	30	45	0	0	1
Female	14	628	36686	93	98	99	511	474	506	0	10	5	46	44	29	38	39	57	15	8	9
Male	33	649	37644	100	96	98	483	445	476	10	20	13	43	46	36	40	31	45	7	4	6
African American	NC	148	3677	NC	95	97	NC	445	475	NC	22	12	NC	45	36	NC	27	46	NC	6	5
Hispanic	16	745	26500	89	97	97	465	454	467	7	15	13	50	47	39	43	34	44	0	4	4
Asian/Pacific Islander	--	36	1566	--	100	99	--	522	537	--	10	5	--	28	23	--	34	55	--	28	18
American Indian/Alaskan Native	NC	37	4695	NC	100	97	NC	452	464	NC	19	14	NC	34	39	NC	47	44	NC	0	3
White	24	304	37606	100	97	99	522	474	508	9	12	6	27	42	28	45	38	56	18	8	10
Students with Disabilities	NC	159	8662	NC	96	100	NC	388	409	NC	47	37	NC	43	42	NC	9	20	NC	1	1
Students without Disabilities	45	1119	65841	100	98	98	491	469	499	7	11	7	44	45	32	40	38	53	9	6	8
Limited English Proficient Students	NC	329	11608	NC	99	100	NC	432	430	NC	25	23	NC	43	47	NC	29	28	NC	2	1
Migrant Students	NC	25	701				NC	399	449	NC	29	17	NC	52	43	NC	19	38	NC	0	1
Economically Disadvantaged	23	786	29587				472	448	465	10	17	14	52	47	40	33	32	43	5	4	4
Non-Economically Disadvantaged	24	492	44898				510	475	507	5	12	7	36	42	28	45	38	55	14	8	10

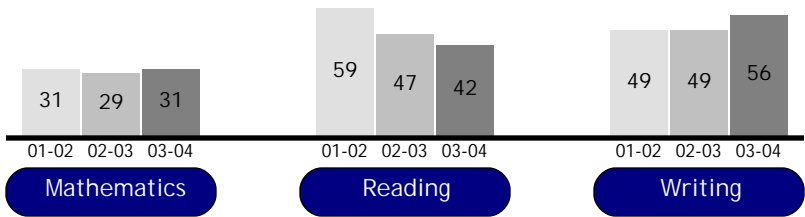
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

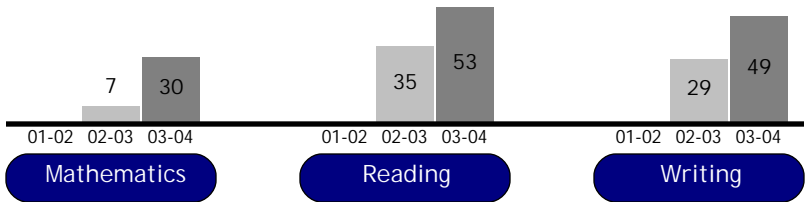
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

## Glossary:

## Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

## Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

## Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

## Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

## School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

## Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	28	24	44	84	50	32	50	92	58	NA	58
	Language	92	21	22	39	87	35	26	43	93	41	34	50
	Mathematics	92	30	32	52	91	47	36	57	94	52	47	64
3	Reading	92	37	27	43	85	35	28	47	98	46	NA	55
	Language	92	34	34	50	85	39	35	54	98	55	42	61
	Mathematics	92	29	31	50	87	35	32	54	99	48	39	61
4	Reading	88	43	26	47	90	47	33	52	100	35	NA	56
	Language	88	42	28	45	94	45	33	48	100	35	32	52
	Mathematics	88	47	29	52	97	42	35	57	100	39	36	61
5	Reading	92	42	28	46	88	47	31	50	100	41	NA	55
	Language	92	37	27	43	89	43	28	46	100	37	31	49
	Mathematics	92	53	34	54	88	48	35	57	100	45	40	63
6	Reading	93	48	33	49	94	45	34	53	97	50	NA	56
	Language	93	36	27	42	96	34	27	45	96	44	28	48
	Mathematics	93	53	40	58	99	49	42	62	97	54	44	66
7	Reading	85	46	28	48	96	44	30	51	95	53	NA	54
	Language	85	45	29	51	92	51	32	54	95	61	34	58
	Mathematics	85	53	33	54	96	57	34	58	95	59	37	62
8	Reading	--	--	30	49	96	39	35	53	96	52	NA	55
	Language	--	--	25	46	94	32	30	49	96	40	27	52
	Mathematics	--	--	34	54	98	39	39	58	94	59	36	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



## School Site Council

## Council Composition

2 School Administrator(s)  
 0 Non-certified Employee(s)  
 13 Teacher(s)  
 2 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

## Council Duties

Ü School Improvement  
 Ü Curriculum Development  
 Ü School Calendar  
 Ü Communications  
 Ü Parent Involvement

## Staffing Information for School Year 2004-05

## Position

## Number

## Position

## Number

Administrator

2.00

Teacher

46.00

Other Professional Staff

11.00

Teacher Aide

17.00

## Years of Teaching Experience for School Year 2004-05

## Experience

## Bachelor's

## Master's

## Doctorate

## Other

3 or fewer years

4

1

0

0

4 to 6 years

10

2

0

0

7 to 9 years

7

4

0

0

10 or more years

11

7

0

0

## Highly Qualified (NCLB) &amp; Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 36

Core academic classes taught by Highly Qualified (NCLB) teachers. 152

Teachers with Emergency Certificaton. 0

## Resources Available at School Site

## Special Facilities

Ü Media Center with Video Studio

Ü Science Lab

Ü Technology Lab

## Extracurricular Activities

Ü Student Council

Ü Drama Club

Ü Chess Club and Class

Ü Boys and Girls Basketball

Ü Science Club

Ü Volleyball/Basketball

## Social Services

Ü Breakfast/Lunch Programs

Ü Counseling Services

Ü Extended Day Child Care Program

Ü School Social Worker

Ü Health Services

Ü Open Library

## Indicators of Success Based on Historical Data from 2003-04

## School Achievements/Accomplishments 2003-04

## Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	93	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	1	2	2	2
Transfers In <sup>7</sup> (Out of District)	0	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

## Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	59	58
Grades 3-4	74	74
Grades 4-5	62	62
Grades 5-6	70	72
Grades 6-7	57	69
Grades 7-8	66	61

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school staff is implementing the Second Step program to help all of our students learn coping skills and conflict resolution skills. Our fourth through seventh grade students are involved with DARE/GREAT through the Glendale Police Department. Five, sixth, seventh, and eighth grade students are being trained in peer mediation. Think Like A Star, Social Skills program is announced on the morning show, 'The Horizon Today Show.'

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Diane T. Garner	(623) 842-8200
Transportation Policy	Eric Kissel	(623) 842-8180
Community Resources	Deborah Bailey	(623) 842-8100
School Nutrition Programs	Barry Leimkuehler	(623) 842-8180
Parent Organization	Jan Jackson	(623) 842-8200
Student Health/Nurse	Colleen Mace	(623) 842-8200

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( --). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.